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FOOD AND HEALTH EDUCATION

An Open Forum for Home Economics Workers

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[1]

BUTTER SCOTCH RICE PUDDING

(6 Servings)

½ envelope *Knox* Sparkling Gelatine.
½ cup rice. 3 cups milk. 1 cup brown sugar.
2 tablespoonfuls butter.

Wash the rice and cook it until nearly tender in a double boiler with two cups milk scalded and ¼ teaspoonful salt. Meanwhile cook together in a shallow pan one cup brown sugar and two tablespoonfuls butter until it gets very dark brown but not burnt. Add this to the rice and milk and finish cooking until the rice is tender and the caramel melted. Soak the gelatine in ½ cup cold water 5 minutes and dissolve it in one cup hot milk. Strain this into the cooked rice mixture and turn into a cold, wet mold.

[2]

TOMATO JELLY

(6 Servings)

½ envelope *Knox* Sparkling Gelatine.
¼ cup cold water. 1 tablespoonful onion juice.
2 cups tomatoes. Stalk celery.
Few grains cayenne. Few grains salt.
1 tablespoonful mild vinegar.

Soak gelatine in cold water 5 minutes. Mix remaining ingredients, except vinegar, bring to boiling point and let boil ten minutes. Add vinegar and soaked gelatine, and when gelatine is dissolved, strain. Turn into wet molds and chill. Remove from molds to bed of crisp lettuce leaves and garnish with mayonnaise dressing.

Tomato Jelly Perfection: When Tomato Jelly begins to stiffen, add one cup shredded cabbage, one-half cup chopped celery and one-half green pepper or pimento, finely chopped. Turn into wet, individual molds.

Favorite Salad: When Tomato Jelly begins to stiffen, add one-half cup chopped celery and one-half cup blanched and chopped almonds. Turn into wet, individual molds.

[3]

FRUIT WHIP

(6 Servings)

½ envelope *Knox* Sparkling Gelatine.
½ cup cold water. 1 cup fruit juice.
1 tablespoonful lemon juice. ½ cup sugar.
1 cup fruit, cut in small pieces.
Whites 2 eggs. Few grains salt.

Soak gelatine in cold water 5 minutes and dissolve in hot fruit juice (canned pineapple, cherries, raspberries, or any fresh fruit or combination of fruit juices). Add sugar, lemon juice and salt. When mixture begins to stiffen, add fruit cut in small pieces and drained. Beat, and lastly fold in the stiffly beaten whites of eggs. Turn into wet mold or pile in glasses and garnish with whipped cream and pieces of fruit.

[4]

SALAD-DESSERT

(A Double-Course Dish for Six Servings)

½ envelope *Knox* Sparkling Gelatine.
4 tablespoonfuls cold water. 1 tablespoonful butter.
Yolks of two eggs. 3 tablespoonfuls sugar.
½ teaspoonful salt. ⅛ teaspoonful paprika.
Few grains cayenne. ⅔ cup milk. ½ cup vinegar.
2 tablespoonfuls canned pineapple juice.
1 cup prepared fruit (oranges, cherries, canned pineapple, grapefruit, pears, etc.)
1 cup heavy cream.

Soak gelatine in cold water 5 minutes. Whip egg yolks and salt, add gradually vinegar, sugar, butter, cayenne and pineapple juice. Whip lightly. Heat milk in double boiler and gradually add the above mixture. Add soaked gelatine, and when mixture thickens, remove from fire. Stir occasionally while cooling. When beginning to set, whip and fold in whipped cream and fruit cut in small pieces. Turn into wet mold. When firm, remove to bed of crisp lettuce leaves. Serve with mayonnaise to which a few spoonfuls of whipped cream or a beaten egg white has been added. Mold may be tightly sealed and packed in ice and salt if a frozen salad is desired.

Send for Mrs. Knox's Books. There are suggestions for all menus and occasions—answers for all dessert and salad problems. Free, if you mention your grocer's name and enclose 4c postage.

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111 Knox Ave.,
Johnstown, N. Y.

FOOD AND HEALTH EDUCATION

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Making Nutrition Work Permanent

An Appreciation

ALTHOUGH it has been mechanically impossible for FOOD AND HEALTH EDUCATION to express earlier its sorrow at the loss of Emma Dolfinger, the sense of loss has been with us ever since receiving word of Miss Dolfinger's untimely death.

The cause of health education has indeed received a blow. Miss Dolfinger passed on in gracious abundance the richness of herself and of her life. FOOD AND HEALTH EDUCATION is proud to have been one of the numberless groups that have profited by her generosity.

OBVIOUSLY, improved nutrition resulting from careful teaching may be said to have permanent value for the individual child. There is, however, another aspect of the matter which is worthy of consideration.

The teacher who fits her nutrition teaching into a permanent place in the community program may be said to have achieved permanency on a foundation even broader.

One of the fascinating things about health work is that various groups have such worth while experiences for exchange. One will have solved the problem of community organization in such wise as to be ready with advice for brother and sister organizations. This group in turn, is likely to find that in exchange it receives yet other information of exceptional value.

So it is, that, when considering this question of permanency, home economists may learn much from the child hygiene work of the civic or state Board of Health.

A case in point is that of the work of the State Board of Health in New Hampshire. The program here is, of course, planned with state-wide activities as the basis. On the other hand, individual teachers of nutrition and health may surely get many an idea for connecting their own class room accomplishments with city and state programs.

Elene M. Crouch, Director Division Maternity, Infancy and Child Hygiene of New Hampshire State Board of Health, speaking at the recent annual conference, said in part:

"In New Hampshire from the beginning of our maternity and infancy program we have endeavored to establish a foundation that would be of a permanent nature and of a character to create in the minds of the people a desire for this type of work, leading them to see its vital need, quietly and constructively teaching them how to put into execution in a practical way, through their own effort, the things most needed in the individual community.

"In order to do this it was necessary to give a definite service of some sort to every city, town, and village in the state. After careful consideration and because of limited funds we decided that the service which would be the farthest reaching and of the greatest educational value would be periodic, personal letters, books, pamphlets, and leaflets on prenatal care, child care, and the general health of mother and child. Through these we would be able to reach into the home of every newborn baby in the state and establish a close contact. Since then every three months an envelope is sent containing a friendly little letter and information on certain phases of infant care and feeding that is helpful to the mother. At the end of a year the mother receives several booklets on prenatal care and a leaflet on breast feeding.

"We also started a speakers' bureau, an exhibit department, and a loan library, and endeavored to secure the interest and close cooperation of the newspapers as a means of teaching the people of the state what our program was and why it was needed.

"This plan has been very closely adhered to up to the present time; but during the first year, as a special means of emphasizing the significance of the work, two surveys were undertaken—one in a city with a high infant mortality rate and one in a county with

(Continued on Page 64)

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What Columbia Junior High School is Doing

By Mary K. Monty

Instructor, Home Economics, South Orange, New Jersey

IN the Junior High School of South Orange, we plan our work in Home Economics to suit the needs of a typical suburban town. In carrying out the course in cookery the time allotment is as follows

(a) Intensive scale system.

(b) Girls meet two double periods (90 seconds) per week for 10 weeks —one term and then alternate with the same amount of time for clothing the second term of the year.

Outline of Our Course in Cookery

(1) Careful training in working with food in a kitchen (cleanliness, neatness, thoughtfulness, order and accuracy emphasized).

(2) Study of home and school kitchen plans, equipment and utensils: emphasizing comfort, convenience and best facilities for successful work.

(3) Study of foods, their production, selection and preparation on the meal planning basis. The original planning of menus by pupils. Service of simple teas, breakfasts, luncheons and dinners.

(4) Correlation with Science Department in the study of food values—making posters and food charts for bulletin board.

(5) Frequent use of illustrations often furnished by the members of the class.

Bulletin board assigned to different groups each week—pupils taking such responsibility.

Illustrations being related to type of work being studied.

(6) Food Classification:

Frequent use of the Cornell Extension Food Chart and the study of relative food values.

(7) Use of Height—Weight—Age Chart in the 9th Grade (see chart). Weekly recording of weights as a check on pupil's physical health and regulated by her food supply.

Close cooperation with the school cafeteria which is under the auspices of the school system.

Example:

(a) When, occasionally, pupil prepares in family quantity, the surplus products are utilized in the lunch room.

(b) Supplies for the cooking department are purchased from the school cafeteria, making it possible to get small quantities at wholesale prices.

Directions for Using the Score Card

Score each member of the family on the basis of the amount and selection of foods each one really eats during most of the year. Do not consider occasional variations. Give each member one of the two figures given or none at all. Do not divide the numbers.

The second score should not be made until changes in food selection have become well established. Indicate in the left-hand margin on this card the number of persons who have increased the use of items under "credits" or who have decreased the practices under "deductions."

Milk includes whole milk for children and skim or buttermilk for adults, provided butter is eaten. Count milk cooked in food or taken as a beverage. Cheese may be counted as a part of the milk requirement for adults and older children. One ounce of American cheese contains as much lime as does one-half pint of milk.

Vegetables include all foods commonly known as vegetables except tomatoes. Leafy vegetables include all dark green leaves, cabbage, and lettuce. Extra credit is given for leafy, green and raw vegetables because of their special value.

Fruits include all foods commonly known as fruits, and tomatoes whether fresh, dried, or canned. Fresh fruit or canned or fresh tomatoes are given extra credit because of their special value.

Grain products include all breakfast foods, breads, and other flour products. The whole cereals are those containing all or most of the coating of the grain; most dark-colored cereals are in this class.

Meat includes fish and poultry but does not include bacon or salt pork,

(Continued on Page 64)

FOOD-SELECTION SCORE CARD

Number persons changing habits		Good standard	Fair standard	Adults Name 1st	Adults Name 2d	Adults Name 1st	Adults Name 2d	Children Name 1st	Children Name 2d	Children Name 1st	Children Name 2d	Children Name 1st	Children Name 2d
	CREDITS												
	MILK*												
	One quart daily for children under eighteen years / One pint daily for adults over eighteen years	20											
	One pint daily for children under eighteen years / From one-half to three-fourths pint daily for adults over eighteen years		15										
	VEGETABLES												
	Three or more servings daily, one of which is potatoes	15											
	Two servings daily, one of which is potatoes		10										
	If green or leafy or raw vegetables are eaten four or more times weekly, add	5											
	(If potatoes alone are eaten, allow only 5)												
	FRUIT												
	Two or more servings daily	15											
	One serving daily		10										
	If fresh fruit, including fresh or canned tomatoes, is eaten daily, add	5											
	GRAIN PRODUCTS (including bread)												
	One-half or more in the form of whole cereal	15											
	At least one-third in the form of whole cereal		10										
	MEAT, EGGS												
	One serving of each of the above daily	15											
	One serving of one of the above daily		10										
	WATER												
	One and one-half quarts or more of liquid daily	10											
	One quart of liquid daily		5										
	TOTAL CREDITS												
	DEDUCTIONS												
	Use of tea or coffee for children		10										
	Use of over two cups of tea or coffee or both for adults daily		10										
	Omitting meals		10										
	Eating sweets between meals		10										
	Eating more than one serving of meat, fish, or poultry daily		10										
	TOTAL DEDUCTIONS												
	TOTAL SCORE												
	AVERAGE SCORE FOR FAMILY (Add total individual scores and divide by number in family)												

*Cheese may be included. See directions above for possible substitution.

From Bulletin No 70, New York State College of Agriculture, Cornell University

The following Chart is from Bulletin No. 71, New York State College of Agriculture, Cornell University.

Given to pupils of 7th, 8th, 9th grades for use in Food Study and Meal Planning. (Modified in Vitamin groups for the 7th grade).

FOOD-VALUE CHART

Food groups according to sources	Comparative values based on the averaged composition of the food groups (uncooked product)								
	Protein	Fat	Carbohydrate	Calcium (lime)	Phosphorus	Iron	Vitamin A	Vitamin B	Vitamin C
(A) FRUITS *									
Group 1.—Tomatoes, oranges, lemons, grapefruit, raspberries	.....	.....	.....	Fair	.....	.....	Fair?	Good	Excellent
Group 2.— Dates, currants, figs, prunes, raisins	.....	.....	Excellent	Good	Fair	Excellent	.....	Fair?	.....
Group 3.— Apples, bananas, grapes	.....	.....	Fair	.....	.....	.....	Fair?	Fair	Good
Group 4.— Muskmelons, watermelons	.....	.....	.....	.....	.....	.....	.....	.....	.....
Group 5.— Peaches, pears, cherries, plums, pineapples, strawberries, huckleberries, blackberries, cranberries, currants (fresh), rhubarb	.....	.....	.....	.....	.....	.....	.....	Fair?	Fair?
(B) VEGETABLES *									
Leaves and stems and their modifications									
Group 6.— Spinach, dandelions, turnip tops, chard	.....	.....	.....	Excellent	.....	Excellent	Good	Good	Good
Group 7.— String beans, cabbage, lettuce	.....	.....	.....	Fair	.....	Fair	Good	Good	Excellent
Group 8.— Asparagus, Brussels sprouts	.....	.....	.....	.....	.....	Fair	.....	Good?	.....
Group 9.— Onions, cauliflower, celery	.....	.....	.....	Good	.....	.....	Fair?	Good	Fair?
Roots and tubers									
Group 10.— Potatoes	.....	.....	Fair	.....	.....	Fair	Fair	Good	Good
Group 11.— Sweet potatoes	.....	.....	Good	.....	.....	.....	Good	Fair	.....
Group 12.— Carrots, rutabagas	.....	.....	.....	Good	.....	.....	Good?	Good	Good
Group 13.— Parsnips, turnips, beets	.....	.....	.....	Fair	.....	.....	.....	Good	.....
Fruits similar to vegetables									
Group 14.— Cucumbers, eggplant, peppers, pumpkins, winter squash	.....	.....	.....	.....	.....	.....	.....	Fair?	.....
(C) SEEDS									
Legumes *									
Group 15.— Green peas, fresh lima beans	Fair	.....	Fair	.....	Fair	Good	Good?	Good?	Good?
Group 16.— Dried peas, dried beans	Excellent	.....	Excellent	Excellent	Excellent	Excellent	Fair?	Excellent	.....
Nuts									
Group 17.— Cocoa, chocolate †	Excellent	Excellent	Good	Excellent	Excellent	Excellent	.....	.....	.....
Group 18.— Peanuts, walnuts, pecans, almonds	Excellent	Excellent	Fair	Excellent	Excellent	Good	Fair?	Good	.....
Cereals									
Unrefined *									
Group 19.— Green corn	.....	.....	Fair	.....	Fair	.....	Fair	Good	.....
Group 20.— Graham flour, rolled oats, entire-wheat flour, brown rice, water-ground cornmeal, whole-cereal breakfast foods	Good	.....	Excellent	Fair	Excellent	Excellent	Fair	Good	.....
Refined									
Group 21.— White flour, cornstarch, cornmeal, tapioca, white rice, macaroni, hominy, buckwheat flour	Fair	.....	Excellent	.....	Fair	Fair	.....	.....	.....
(D) SWEETS									
Unrefined									
Group 22.— Molasses	.....	.....	Excellent	Excellent	.....	Excellent	.....	.....	.....
Group 23.— Honey	.....	.....	Excellent	.....	.....	.....	.....	Fair	.....
Group 24.— Maple sirup	.....	.....	Excellent	Excellent	.....	Excellent	.....	.....	.....
Refined									
Group 25.— White sugar	.....	.....	Excellent	.....	.....	.....	.....	.....	.....
(E) ANIMAL FOODS (exclusive of fats)									
Group 26.— Whole fresh milk, condensed milk (unsweetened), dried milk (whole) ‡	.....	.....	.....	Excellent	Fair	.....	Excellent	Good	Fair?
Group 27.— Fresh skimmilk, dried skimmilk when diluted ‡	.....	.....	.....	Excellent	Fair	.....	Fair	Good	Fair?
Group 28.— Sweetened condensed milk (when diluted) ‡	.....	.....	Good	Excellent	Fair	.....	Excellent	Good	Fair?
Group 29.— Cottage cheese	Excellent	.....	.....	Excellent	Fair	.....	Fair	.....	.....
Group 30.— American cheese	Excellent	Good	.....	Excellent	Excellent	Fair	Good	.....	.....
Group 31.— Eggs	Good	.....	.....	Good	Good	Excellent	Excellent	Fair	Fair?
Group 32.— Muscle meat, poultry §	Excellent	.....	.....	.....	Excellent	Excellent	Fair?	Fair?	Fair?
Group 33.— Fish	Excellent	.....	.....	.....	Good	Fair	.....	Fair	.....
Group 34.— Gelatin	Excellent	.....	.....	.....	.....	.....	.....	.....	.....
(F) FATS									
Animal fats									
Group 35.— Butter	.....	Excellent	.....	.....	.....	.....	Excellent	.....	.....
Group 36.— Cream	.....	Excellent	.....	Good	.....	.....	Excellent	Good	Fair?
Group 37.— Lard, oleo, fat on meat	.....	Excellent	.....	.....	.....	.....	Fair	.....	.....
Group 38.— Cod-liver oil	.....	Excellent	.....	.....	.....	.....	Excellent	.....	.....
Vegetable oils									
Group 39.— Vegetable oils	.....	Excellent	.....	.....	.....	.....	.....	.....	.....

* These foods are valuable sources of roughage. † These foods are not so valuable as the chart implies because they should be taken in very small amounts.
‡ Although milk is not noted in the chart because its protein percentage is low, yet it becomes one of the most important sources of protein in a well-selected diet, because it is possible to take many times as much in weight as of such foods as eggs, cheese, and meat.
§ Glandular organs are similar to meat but are richer in Vitamin A and Vitamin B.

THE STORY OF FOOD AND FOOD PRODUCTS

Supplementary Reading for Food Study Classes

The Story of the Calavo

By Florence M. Seder

Calavos ready for shipment (packed in excelsior in one-layer boxes)

ENTER a newcomer into the fruit basket — the calavo.

As the first syllable indicates, this fruit hails from California, where the aristocratic avocado, known to many as the alligator pear, has been undergoing beauty treatments and acquiring a new name coined from "California avocado."

The calavo is unique in many ways, but in this more than any other respect it differs from the rest of the Hollywood beauties; the calavo is fat and proud of it.

What other fruit has an appreciable amount of oil? Only the olive, and it has to be treated before it can be eaten. Of the edible portion of the calavo, 20 per cent is fat—a fine soft fruity butter that proves as easily digestible as creamery butter. To the man or woman who finds animal fat indigestible, the calavo offers a substitute in its fruit oil.

Careful studies of the composition and food value of the avocado, made by M. E. Jaffa and H. Goss and published by the University of California Agricultural Experiment Station, are the sources of most of the material in this article. Mr. Jaffa is director of the Bureau of Foods and Drugs in the California State Department of Health. The investigators reported on 110 analyses, representing 68 different varieties of the avocado. The figures quoted here are the averages among all the varieties tested. They show that the calavo will prove a welcome addition to the dietary as soon as it can be marketed in sufficient quantity and its uses become better known to housewives.

More than 400 varieties of the avocado have been identified and named, a fact which accounts for the great differences among them which the purchaser encounters. Some of the West Indian varieties have been introduced into Florida, and others from Mexico and Central America have become acclimated to California. These two states are the chief sources of the avocado supply in the United States. Possibilities of avocado culture in California became so promising by 1914 that the United States Department of Agriculture began extensive studies and experiments in that year to find the best varieties for native growers. The California Avocado Growers' Exchange has since been formed as a non-profit cooperative, distributing body, which has worked in close harmony with the federal experts in developing the varieties which they are finding best for general use. They stamp the name "calavo" on those fruits only which measure up to rigid requirements of maturity, oil content, weight, and color.

Acreage devoted to calavos has been increasing year after year as results have been more satisfactory, but most of the output has been demanded by the California markets themselves Only within the past two years has the supply been ample enough to seek an outlet in markets farther east. This

Laura La Plante, moving picture star, with armful of Calavos

discussion of the food value of the calavo is therefore timely because the calavo has at last come within reach of the average American home.

Composition of Fruits in General

Some of the contrasts between the calavo and the other fresh fruits in general may be seen by glancing first at the average composition of mature California-grown fruits. The amount of water is large, averaging about 83 per cent, and the percentage of nutrients indicates that the main food value is derived from carbohydrates. In nearly all cases sugars predominate, starch being present in small amounts only.

The protein content of fruits is low, averaging for the loquat about 0.2 of one per cent; apples and pears, 0.4-0.5 per cent; fresh prunes, 0.9 per cent; melons, 0.5 per cent; berries, 1-1.3 per cent; oranges, 0.8-1.0 per cent; grapes and bananas, 1.2-1.5 per cent. The average, therefore, for protein for the fresh fruits enumerated is practically 0.72 per cent. The olive contains approximately 2.5 per cent protein.

The per cents for the mineral matter or ash in fresh fruits are as follows: apples and pears, 0.3-0.4; grapes, 0.5; figs, 0.6; berries, 0.6; oranges, 0.5; melons, 0.5; fresh prunes, 0.6; bananas, 1.0. The average is 0.55 per cent, while the corresponding figure for meat is about 1 per cent.

It must not be forgotten, however, that while the amount of ash is small, the percentage of potassium in the ash is high. This is a very valuable base-forming element which is necessary in the maintenance of the normal neutrality of the blood and tissues. The importance of the mineral matter in nutrition and the necessity of carefully selecting the dietary so as to secure a proper balance between the base-forming and acid-forming elements is becoming more and more apparent.

Fat is present in very small proportions in fresh fruits. This constituent is generally reported as "ether extract" which often contains other materials than the true fats or oil, such as coloring matter, wax found in the skin, etc. The figure reported for fat in most fruits, therefore, is seldom a true indication of the content of this nutrient.

Fruits are important sources of water-soluble vitamins. Particularly is this true of the citrus fruits which are rich in vitamin C. The deciduous fruits show appreciable percentages of B, and berries, like raspberries and strawberries, show also a high content of vitamin C.

What the Avocado Contains

The avocado differs widely in many respects from the average for fresh fruits, and might well be said to be in a class by itself.

The tables are replete with interesting points, all very favorable to the avocado. The total dry matter in the edible portion is, in nearly every instance, greater than that noted for any other fresh fruit. The average for the avocado, based on examination of mature California fruits, is 29.44 per cent. The nearest approach to this figure is found in the banana, with about 25 per cent dry matter. It must be remembered however, that while there may not be so much difference in the total amount of solids of the two fruits in question, there is a great difference in the nature of the nutrients. Sugar and starch predominate in the banana as against fat in the avocado.

It has been stated that the protein per cent in all fruits is low, averaging less than one per cent. The minimum figure for protein in the avocado is 1.14, which is about 75 per cent of the maximum, 1.5 per cent, noted for figs and currants. The maximum, 4.39 per cent, credited to the Bartley avocado grown at Santa Ann, and also to the Lyon variety, corresponds to the protein content of some dried fruits.

It, therefore, may be said that so far as protein in fresh fruits is concerned, the avocado stands in the lead.

The carbohydrate content of the avocado is low as compared with this constituent in fresh fruits. The average for the 83 mature varieties is 5.95 per cent, with a maximum of 10 per cent and a minimum of 2.59 per cent.

The figures for carbohydrates include crue fiber, which was not determined in every case. Analyses of a number of samples have shown, however, that this ingredient would average about 1.5 per cent, which compares very favorably with the content of crude fiber in other fresh fruits.

It is of decided interest to note that the percentage of mineral matter in the avocado is much higher than that recorded for any other fresh fruit. The minimum 0.54 per cent, reported for the Rhoad variety, equals approximately the average for most of our fresh fruits, while the average for the avocado, 1.32 per cent, shows that it contains twice as much mineral matter as that yielded by any other fruit.

Nearly one-half of the ash consists of soda and potash, the latter predominating. Magnesia and lime occur in comparatively small amounts, about 5 per cent each; the phosphoric acid averaging about 17.5 per cent, with 1.5 per cent of iron.

The foregoing discussion clearly indicates that so far as protein and ash in fresh fruits are concerned, the avocado stands at the head of the list, and with reference to the carbohydrates, contains on an average fully 50 per cent of that found in many fresh fruits. These facts alone would warrant due considerations of the value of the avocado as a fresh fruit.

The chief value of the avocado as food, however, is due to the high content of fat. This varies, as shown by the analyses, from a minimum of 9.78 per cent to a maximum of 31.6 per cent, with an average of 20.6 per cent.

Reviewing the analytical data, it will be seen that 15 varieties show more than 25 per cent fat and 14 other varieties an excess of 20 per cent. The only fruit comparable with the avocado in this respect is the olive.

Tests indicate that the avocado ranks higher in fat or oil than the average or commonly used olive. The olive also has the disadvantage of requiring special treatment before it is ready for consumption and should really rank as a processed fruit rather than a fresh one.

Caloric Value

While it is true that the real value of any food is not always represented by the heat units or calories, at the same time, the total food value is so indicated. This difference between the real food value and the total food value is not always properly understood. For instance, the energy value of a pound of sugar is 1820 calories, while the corresponding value for lean meat is less than 1000 calories. Yet we would hardly say that the real value of a pound of sugar was 1.8 times that of a pound of lean meat, if the question of growth were under consideration. When, however, the matter of energy is being discussed the case is entirely different, and the value of a food as a source of energy varies directly with its caloric value.

The energy values of the edible portion of the commonly used fresh fruits are low, ranging from a minimum of 175 calories to a possible maximum of 400 calories per pound.

The avocado has a far higher value in this respect, the average for twenty varieties being 1056 per pound, or more than twice the maximum (400 calories) noted for other fresh fruits. The minimum for the avocado, 783 calories, approaches very closely to this figure. The maximum, 1376 calories per pound, corresponds to that noted for some varieties of dried fruits. It is practically 75 per cent of the fuel value of the cereals and far in excess of the fuel value of lean meat.

Digestibility

Digestion experiments conducted by Mattill have shown that the digestion coefficient for avocado fat for man is 93.8, which is identical with the average obtained by Dr. Langworthy and Holmes in connection with the digestibility of butter fat by man. In other words, the digestibility of avocado fat is on a par with butter fat.

There have been no metabolism experiments carried on in connection with the protein and carbohydrates of the avocado, yet it is only fair to assume that this fruit is as easily digested as many others whose coefficients have been determined. Such data clearly prove that the fruits are quite thoroughly digested. The availibility of the fats and mineral matter are fully equal to that obtained for the mixed diet; and the digestion coefficients of the carbohydrates compare very favorably with the corresponding figures for other foods but the availability of the protein is appreciably lower.

Vitamins

The avocado is an excellent source of vitamin A and of vitamin B, the anti-neuritic vitamin. Dr. Santos found that one-half gram of the avocado as a daily supplement to the standard vitamin B free diet, caused a recovery in the weight of rats which had been declining because of lack of this necessary food factor.

Girls handle calavos carefully. After testing and grading, the fruit is stamped in yellow with the mark of quality, CALAVO.

Studies are now in progress by the Nutrition Division for the purpose of ascertaining the content of vitamin C in the avocado. This fruit is eaten raw and therefore if it proves to be high in vitamin C, its nutritional value will be greatly enhanced. There are many fruits and foods which contain appreciable amounts of vitamin C in the raw stage, but which have to be processed or cooked before ready for consumption, resulting in a great lowering of the potency of the antiscorbutic vitamin. In some instances, cooking or processing is entirely destructive to this accessory food factor.

Dietetic Value

The dietetic value of fruit, aside from the actual nutrients which it contains, lies in its succulency, its minerals, its vitamins, and its organic acids. If gauged by its nutritive value alone, fruit would seem to be an expensive form of nourishment, but when its hygienic qualities are considered, its money value to the consumer is difficult to estimate.

While the special dietetic value of a food can not always be forecast by the chemical analysis, it is certainly permissible to suggest the possibilities which are indicated by the results of such investigation. It is always necessary that

(Continued on Page 64)

Soap and Nutrition

By Marian F. Rown

"WILL you help us with some of our hygiene work?" asks one teacher of another. The result is apt to be posters for breakfast, posters for dinner and posters for supper.

But here is something which I believe to be quite "new"! Not that there is anything more helpful than posters for illustrating important food principles and in carrying over our lessons in nutrition; but fresh air, rest, exercise and cleanliness are considered of almost equal importance as food if one is to be well nourished.

The project, which I am about to describe, is the result of cooperation between the Dennison Manufacturing Company and the Procter and Gamble Company.

What is it? Why simply health lessons carved in lily-white ivory soap!

A few of the illustrations are shown here. Let me introduce first the child in the little ivory bed. By all indications, the bedclothes are spick and span. Surely the importance of rest and sleep would be impressed upon the minds of the children if they were taught how to carve the little bed. The bedclothes tucked under the chin, so that all the fresh air available may be inhaled while sleeping, is another point in the picture which helps to carry over the lesson.

The picture of the old black mammy taking home the family wash will link itself easily, in the minds of the children, with clean clothes and their hygienic value.

The carving of the elephant may be used to illustrate any idea the teacher, herself, has in mind, as for example, verses in A. A. Milne's "When We Were Very Young," entitled, "The Four Friends."

Then there are many other objects which may be carved from soap. We may take the different foods and group them according to their importance in the diet. What could be more intriguing than carefully carved fruits and vegetables? The Dennison Manufacturing Company at 26th Street and Fifth Avenue, New York City, will send further suggestions if you like.

As you may see from the picture, directions are given, step by step. The outline is drawn first. A small knife is the only tool needed for the carving. The first step is to make a sketch on the surface of the soap. This sketch is then to be used in carving the object, whatever it may be.

How such carvings will brighten up a dull school room! While it would be something novel for the girls, the chances are, the boys would be simply bubbling over with pleasure at the idea.

So, the general class room teacher, the cooking teacher, the physical culture teacher and the drawing teacher may all be greatly benefited by such work. It is a fine opportunity for cooperation with a soap company, as well as with one devoting its effort to handicraft work.

Without forgetting that the doctrine of soap and water is important in itself, let us remind the children that the soap may be put to further use in the illustration of lessons in general health.

Teachers of nutrition know the importance of complete cleanliness where food is concerned. The following quotation from Dr. H. L. Rockwood, Commissioner of Health, Cleveland, Ohio, will be of interest along this line. Dr. Rockwood issued the following statement to the Procter and Gamble Company.

Varius objects attractively carved from soap

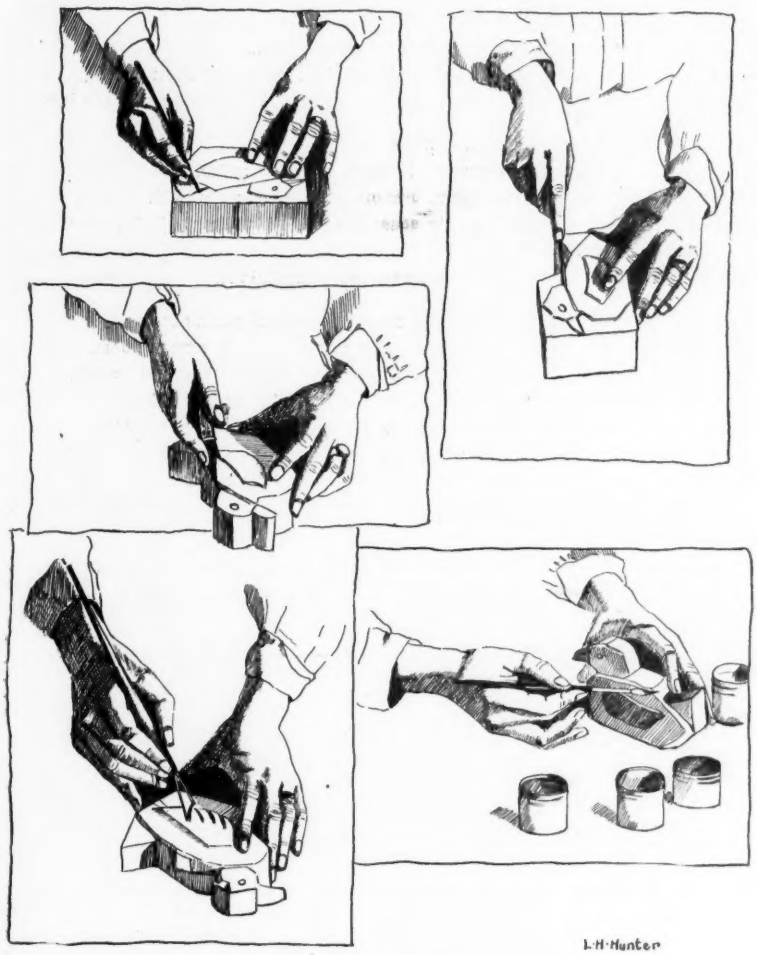
"The small microscopic forms of plant life, known as bacteria, exist in countless numbers and certain species only of these small invisible forms of plant life are the sources of disease. In order to produce illness in human beings they must first gain entrance to the body and in their growth after such infections they produce poisons, oftentimes sufficient to result fatally. Before the era of soap, epidemics swept all inhabited areas and the death toll due to epidemic diseases caused by bacteria was many times greater than at present.

"Before dangerous bacteria can create disease they must enter the body and usually entrance is made through the nose and throat. When the hands of the individual are soiled, and bear upon their surfaces these bacteria, it is quite possible, and indeed commonly happens for infection through the nose or throat to occur by the transfer from the hands to the food, food utensils or in some other way by which these disease-causing bacteria enter the mouth or nose. It is easy to see how hands may become the bearers of dangerous bacteria and of course in city life there is more danger of contaminated hands than in sparsely inhabited regions such as rural districts.

"The bacteria which cause disease in human beings do not usually thrive outside of the body of men or animals. The common handling of articles such as doorknobs, street car straps, telephone receivers, and in fact any common use of materials by which hands of many individuals come in contact with the same surface in rapid succession bears with it potential possibilities of transfer of infectious bacteria from one person's hands to those of another. In a similar way a custom common to the American public, that of hand-shaking, bears with it the same possibilities. In the use of dishes in restaurants, or often in the same family, if among those who use them are infected individuals bearing within the mouth microbes capable of causing diseases, the dishes so used, and particularly knives, forks and spoons, become potential bearers of dangerous bacteria.

"The remedy or the protection against the transfer from such media of infectious bacteria is cleanliness. To remove bacterial forms of life by cleansing, the use of soap has furnished one of our best modern agents for preventing infectious diseases and the more frequently surfaces are cleansed with soap and water, whether such surfaces be those of the hands or of dishes or of doorknobs, the less likely do infectious diseases occur from such sources. While these agents were unknown to the middle ages for common use, various infectious diseases swept modern Europe almost at will. The black death, plague, and other infections were commonly present which royalty was denied cenhomes means of preventing diseases are present which royalty was denied centuries gone by. It is doubtful if Queen Elizabeth enjoyed the luxuries of soap and water which are denied to no one today.

"Hygienic habits and their promotion among all groups of the population, particularly among the child group, offer



Directions for Carving

the greatest promise of reduction in dangerous and infectious diseases today. It is essential that the present generation be made to realize the importance of cleansing the body with frequent bathing with soap and water, as a means of promoting good health and long life."

The Health Demonstration

By a *Food and Health Education* Staff Member

TEACHERS of health and nutrition will find the following notes of interest. The Bellevue-Yorkville Health Demonstration in New York City issues suggestions in regard to the prevention and care of colds. Although these suggestions are planned for the community at large, class room workers may find them suggestive. When the teacher realizes that this is the type of material going into children's homes, she will be glad to do her part in the class room toward making it as useful as possible. Using these notes or similar material as a basis, it is quite possible to plan interesting lessons for the youngsters while they are in school.

Complete nutrition is so closely tied up with the matter of colds that lessons of this type should be easy to formulate.

Furthermore, teachers may like to get in touch with officers of this particular demonstration so as to exchange experiences in regard to their local health demonstrations. The executive committee is as follows: D. B. Armstrong, M.D., J. L. Blumenthal, M.D., Samuel Bradbury, M.D., Leverett D. Bristol, M.D., Bailey B. Burritt, Frances Cohen, M.D., William T. Collins, Hazel Corbin, R.N., Maria L. Daniels, R.N., Michael M. Davis, Jr., Haven Emerson, M.D., Homer Folks, Lee K. Frankel, Ph.D., William H. Guilfoy, M.D., William P. Healy, M.D., Louis I. Harris, M.D., Edward Hochhauser, Harry L. Hopkins, Lillian A. Hudson, R.N., John A. Kingsbury, E. H. Lewinski-Corwin, Ph.D., James Alexander Miller, M.D., Rev. Joseph S. O'Connell, William H. Park, M.D., Blanche Potter, Lawson Purdy, Charles Hendee Smith, M.D., Fred M. Stein, Frances Taussig, Ruth Twombly, Marguerite A. Wales, R.N., Linsly R. Williams, M.D., Shirley W. Wynne, M.D. *Ex-officio*, Officers of the Council.

Notes from Bellevue-Yorkville Health Demonstration

DID YOU KNOW THAT

Colds take more dollars and cents out of workers' pockets in one year than any other sickness?

Colds are responsible for a greater loss of time from school and work than any other single cause?

Washing the hands always before eating will help to prevent colds?

Colds often lead to pneumonia, and one person dies out of every five who get pneumonia?

Very few colds would develop into serious illness if the person were wise enough to take care of himself the first day or two?

HOW TO TAKE CARE OF A COLD:

1. Rest in bed or indoors.
2. Take a laxative.
3. Drink plenty of cold water.
4. Eat lightly of simple, nourishing food.
5. Breathe steam or sniff salt water. They may relieve the "stopped up" feeling.
6. Take a hot foot bath or hot bath before going to bed at night.
7. Drink hot lemonade. It will help you to perspire.
8. Cover up in bed with extra blankets.
9. Don't take cold tablet remedies. They often contain remedies that are bad for the heart and blood.
10. Do not blow the nose too hard. If you do, the infection may spread to other parts of the head, or to the tubes leading to the ears.
11. Always cough or sneeze into a handkerchief.
12. Stay by yourself as much as possible. It is only being fair to others.

STOP THAT SNEEZE!

By Avoiding

1. Over-eating.
2. Constipation.
3. Fatigue.
4. Contagion.
5. Nose and throat obstruction.

By Getting

1. Fresh air.
2. Exercise.
3. Daily baths.
4. Nourishing foods.
5. Sensible clothing.

Lines Dedicated to a Cold Germ

"Hush, little microbe, don't you cry,
You'll be a big bug by and by!"

Sniffle, sniffle little cold,
(Today I wore my stockings rolled)
And now I sit and sneeze and sneeze,
Because I showed my dimpled knees!"

"Humpty-Dumpty had a bad cold,
Humpty-Dumpty had never been told
That all the health rules if followed each day
Would banish the cold bugs forever away."

The Eternal ?

HOW to prolong life?. HOW to keep healthy? HOW to dodge disease?

The Answer

The arch enemies of disease are: Sunlight, Fresh Air, Exercise, Nourishing Diet, Plenty of Sleep, Comfortable Clothing.

A Cold is nothing to sneeze about! Influenza, Grippe, Pneumonia, Tuberculosis and many other diseases often start with a LITTLE COLD.

Always wash hands before eating.
Never borrow another's spoon, glass or handkerchief.
Take a bath daily, or at least wash and rub the throat and chest briskly.
Individuals differ; don't try anything too strenuous. Simple rules are best.

Cold water treatment tones up the body.
Outdoor exercise keeps the system in good running order.
Laxatives should be used regularly, but only to break up a cold.
Dress comfortably according to the season; neither underclothed nor overclothed.
Smoking to excess may lead to inflamed nose conditions.

Constipation produces congestion of throat and nasal passages.
Alcohol affects the surface circulation and often leads to severe colds.
Meat highly seasoned and eaten too often predisposes a person to colds.
Prevent colds by following simple rules of sleep, diet and exercise.
A daily mouth wash with a mild antiseptic is an excellent preventive.
Isolate yourself from other people if you are suffering from a cold.
Getting rid of a cold is much harder than not getting a cold.
Nervousness is apt to bring on a cold; therefore young children should avoid tea and coffee.

Bellevue-Yorkville Health
Demonstration, 325 E. 38th St.

The School Lunch

By Arlien Beardsley

Supervisor, Home Economics, Orangeville, Pennsylvania

TO the cafeteria managers and the teachers of home economics who daily serve from one hundred to several hundred school lunches, this little project in lunch room work may seem very, very simple. It really is simple when the above comparison is made but when we realize that there are only eight girls in the class who have charge of the work and that there are about one hundred fifty pupils in the whole school, including the primary grades up through the high school, perhaps this scheme may not sound so simple. Many of these pupils live at a very short distance from the school and go home for lunch.

Four girls are appointed to look after the school lunch for one week. One girl is called a supervisor. It is her duty to plan the lunches, which shall consist of a hot dish, such as soup, a scalloped dish, or some other hot, nourishing food, and a simple nourishing dessert or a salad. The supervisor must plan these menus to cost no more than five cents because that is our selling price for each dish. Of course the girls in the lunch room group are given their lunches without charge in return for their noon's work, therefore this cost must also be covered. In addition to this, the supervisor must assign the work of preparation to the other girls in the class, she must take orders for her lunches, she must do the marketing each day, she must help serve the lunch and then be sure that all supplies are put away and that all dishes are washed and in the cupboard by one o'clock when the afternoon session begins. Another girl is the cashier whose duty it is to take the money, keep a record of it and pay the bills each week. The third girl is the door guard and she

Lunch Time at the School

Preparing the Lunch

stands at the door to prevent the boys and girls from crowding in at the door, which, of course, would cause much confusion and disorder. The fourth girl is a dish-washer who is aided by the door guard, in washing all dishes at the end of the lunch. These four girls are entirely responsible for the school lunch. The teacher only guides the work. These girls have served on the average of about fifty pupils daily—some days running higher and some lower. They have done it in a way that they may feel justly proud of their achievements.

The girls in the lunch room group learn to cooperate, they learn to manage a job and to lead a group, as well as learning to prepare nourishing foods and to choose foods to include in the diet. They get the idea that a hot lunch is a benefit to the pupil who carries cold sandwiches in his lunch box to school as our pupils do. The hot lunch thus completes the meal.

The boys and girls who patronize the lunch counter each noon, come in an eager, but an orderly, way to the Home Economics Department and choose the dishes they have ordered. They then pay the cashier, go to the tables, sit down and eat their lunches. Here also we try to encourage correct eating habits and the fundamentals of table etiquette. As boys and girls in school among school mates the pupils are in a frame of mind to accept this training until it will become a habit. They wish to be thought well of by school mates. They are happy and contented. So their food will be easily digested.

Thus we feel we are doing a two-fold service—one to the girls who prepare and serve the lunch and one to the boys and girls who eat the lunch thus prepared and served. May we also feel that this is a service to health?

Nutrition and Health Outline—Part II

By H. M. Hemsing
Detroit, Michigan

Editor's Note—Miss Hemsing's outline is so suggestive that we are printing it in full. The first installment appeared in our March issue.

GRADE I

LESSON VI.

Subject Matter

1. Butter is made from cream.
2. Butter helps us grow big and tall.
3. Brown bread helps us grow big and tall better than white bread.
4. Brown bread helps us to keep clean inside.

Activities

Learn the rhyme:

Little Tommy Tucker sings for his supper.
What does he eat? Brown bread and butter,
Isn't he a healthy boy and wouldn't you like a bite?
I think I'll have him share with me when I go home tonight.
Adapted from Mother Goose.

A picture representing Tommy Tucker is desirable; demonstrate the meaning of "share."

Play each child has a piece of bread and butter. Let each child eat this chewing it well and trying to eat with his mouth closed, quietly.

Talk about being polite at the table in taking small bites, chewing well.

LESSON VII

Aim: To acquaint the children with the different vegetables.

Activities

1. Have pictures, or better, samples of as many vegetables as possible. Name a vegetable and have a child pick it out and vice versa.
2. Cut out and color certain vegetables. If there is one that seems particularly hard to remember, pick on that one.
3. Play a guessing game. Set up the pictures. Let a child leave the room. Another child chooses a vegetable. The first child points to some vegetable, saying "Is it carrots?" etc. The second child replies, "No, it is not carrots," and the guessing continues until the correct vegetable is named, when the guesser chooses the vegetable and the other child names his successor.

LESSON VIII

Aim: To get the children to learn to eat vegetables and to like them.

Subject Matter

1. We need at least one vegetable besides potatoes every day. Two are better.
2. We can learn to like vegetables by eating a little at first and then a little more next time.

Activities

1. Make a vegetable "elephant" (pattern in library). Represent him as telling the facts stated under "Subject Matter" and weave them into a story if possible.
2. Learn the rhyme:

Jack Spratt was strong and fat
For he drank milk and cream
Ate vegetables and lots of bread
And left his plate quite clean.
Metropolitan Mother Goose.

N. B. Guard against confusion between "quiet" and "quite". Discuss the kind of bread referred to.

1. Vegetables help us to grow big and tall.
2. Vegetables help us to keep clean inside.
3. Potatoes are best boiled or baked. We should eat the skins, chewing them well.

Activities

1. Teach this rhyme with appropriate motions.

Patty cake, patty cake, Potato man
I'll not fry you in a pan
I'll scrub you clean as clean can be
And put you in the oven to bake for me
And then I'll eat you, skin and all
For I want to grow up strong and tall.
Miss Wilson, Dickinson School.

2. Make a potato man, jointed or otherwise.

GRADE II

LESSON VI

Subject Matter

As for Grade I.

Activities

1. Show appropriate picture and teach the following rhyme:

Tiny Tim shall learn to eat
Brown bread with butter fresh and sweet
And creamy milk three times a day
To chase his pale white cheeks away.

2. Show picture of an old fashioned churn. (Make a cut out picture.) Let children draw and cut out churns after talking about them and demonstrating how they work. Use a peanut butter glass with a little wooden paddle extending through the lid.

LESSON VII

Subject Matter

Same as for Grade I.

Activities

1. Have a guessing game, as, "I am thinking of a vegetable that gives boys and girls strong teeth and bones. It is long and yellow, etc. Who can tell me what it is?"
2. V is vegetables,
Spinach and peas,
Potatoes and carrots,
Eat plenty of these.
Child Health Alphabet.

LESSON VIII

Subject Matter

As for Grade I.

Activities

1. Show the Vegetable Elephant again. Have him tell the children what vegetables to eat.
2. Read or tell the story of "The Little Vegetable Men," in "Cho Cho and the Health Fairy."

LESSON IX

Subject Matter

As for Grade I.

Activities

Teach rhyme—The Song of the Potato.

I have round eyes so I can see
The children's plans for cooking me
The foolish ones get out the pan to fry;
The wise ones bake me, mealy and dry.
Or if they boil me, they'll pare me thin,
For something they need, lies under my skin;
I'm good for children and grown folks, too,
So cook me the best you know how to do.

Adapted, with apologies, from
Winifred Stuart Gibbs.

Show a Potato man and represent him as saying the lines above.

2. Draw and cut out potatoes or play you are scrubbing them and put them in the oven to bake. Play eating them when finished.

GRADE III

LESSON VI

Subject Matter

1. See Grade I outline.

2. Talk about whole wheat bread, bringing out these facts:

Whole wheat bread is best for us. All bread is made from dough. Dough is made from flour. Some flour is made from wheat. When wheat grows it forms "heads" made of many little seeds with many little wrappers or jackets around each seed. When the wheat is made into white flour for white bread, these wrappers or jackets are taken off. When the wheat is made into flour for brown bread or whole wheat bread the little jackets are left on. These little jackets make the bread brown but they also make the bread better for us.

Activities

1. Show pictures or, better, real samples of wheat, white flour, whole wheat flour and white and brown breads.

2. Teach this rhyme, using illustrations:

First child (1) These are two Houses that Health built. (Show pictures of a healthy boy and of a healthy girl.)

Second child (2) This is the bread that made some bricks, that made the Houses that Health built.

Third child (3) This is the flour that made the bread, that made the bricks, that made the Houses that Health built.

Fourth child (4) This is the wheat, that made the flour, etc.

Fifth child (5) This is the jacket that stayed on the wheat, that made the flour, etc.

Sixth child (6) This is the butter that was spread on the bread that was made of flour and made the bricks that made the Houses that Health built.

All: Butter on bread that's made of whole wheat, Helps build Health Houses hard to beat.

LESSON VII

Subject Matter

See outline for Grades I & II.

Activities

1. Read the story "The Finest Vegetables in the Garden," p. 78 in "A Journey to Healthland."

LESSON VIII

Subject matter—See outline for preceding grades.

Activities

1. Read "Johnny's Appetite" — "Health Stories and Rhymes."

2. "How the Beans Came Up" — In the Child's World — Emilie Poulsson.

3. Teach this song:

Tune: "Marching through Georgia."

Listen now we'll sing about a happy family
That lives out in the rich black soil so happy and so free,
Whose name is Fresh Green Vegetables;
they're good as they can be
And eaten each day will keep us healthy.

CHORUS:

Hurrah! Hurrah! The vegetables what fun!
Hurrah! Hurrah! We like them every one!
They will help us grow up tall and make our engines run
And eaten each day will make us healthy.

In the spring the farmer planted seeds, then watched them grow
He tended them all summer and kept busy with the hoe,
They give us iron for our blood, and so of course we know
If eaten each day will keep us healthy.

Lettuce crisp and spinach dressed in pretty cool green clothes.
Tomatoes, cabbages and beets, as everybody knows,
Carrots, beans, or almost every vegetable that grows,
If eaten each day will keep us healthy.

Adapted.

LESSON IX

Subject Matter

See outline for preceding grades

Activities

Tell and play the story, "Potato Choosing Boy" p. 131 in "Health Training in Schools."

GRADE IV

LESSON VI

Aim: To acquaint the child with the various types of vegetables.

Activities

1. Let children make lists of all the vegetables they can think of.

2. Write the headings, (1) Fresh, green or leafy, (2) Starchy, (3) Dried Seeds on the blackboard and let the children pick vegetables from their lists and put them under the proper headings.

3. Have a game to drill on the grouping as:

Pick two teams, one to name vegetables, the other to classify. If one side names a vegetable that the other side cannot classify, a point is scored for their side; should a child fail to name a vegetable or name one already given a point is scored for the other side.

Have a written test on the classification.

4. Discuss these questions

Which cereals may be used as vegetables? (Rice-hominy).

Which of the vegetables is really a fruit used as a vegetable? (Tomato).

Does any one know anything about the early use of the tomato? (The tomato, commonly called "love apple" was originally grown for ornamental purposes and regarded as poisonous. When first used it was served with sugar and cream as a dessert.)

LESSON VII

Subject Matter

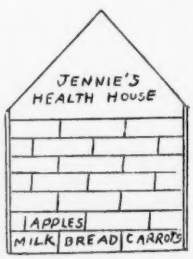
Food Value of Vegetables

1. Green vegetables make us grow and keep us well. (What "fairy" lives in them?)

2. Some green vegetables give us strong bones and teeth and rich blood. (What "fairy" lives in them?)

3. They also keep us clean inside.

4. Starchy vegetables make us "go" as gasoline make an automobile go. (What was in milk that made us feel like working and playing—gave us pep?)



5. Dried seed vegetables are muscle builders. They also have some starch in starch in them. (What have the other vegetables in them that these do not have?) Water.

Activities

Pare and cut up a potato and let it stand in water for a while. What is at the bottom of the dish?

LESSON VIII

Subject Matter

Use of Vegetables

1. Vegetables are better for us raw than cooked. What vegetables can we use raw? How?

2. We need at least one vegetable besides potatoes every day. Two are better.

3. Potatoes are better baked and boiled than fried. The skin of a baked potato should be eaten. It should be well chewed.

Illustrative Material

1. Riddle

They have no legs yet they climb out of the earth and up into the air.

They have no tools yet they dig down into the earth.

They have no hands yet they pick minerals out of the earth.

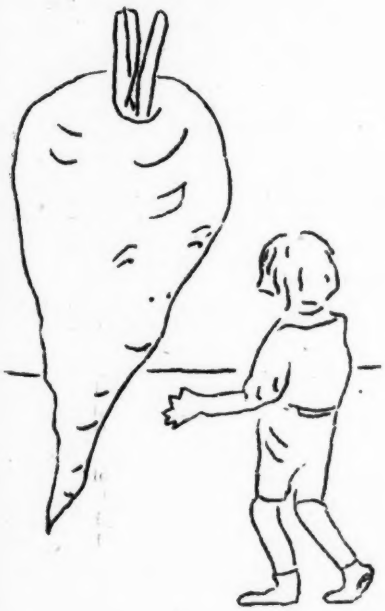
They contain iron, lime and other minerals but they are very soft.

What are they?

Red Cross Nutrition Letter.

2. Show pictures of rats in "Food Facts for Every Day" to show importance of getting plenty of vitamins.

3. The Garden Folk.



The Garden Folk

One morning Don followed his daddy into the garden. Don had decided that all living things talked and if you just knew how to listen you could hear what they said.

He came to the beet patch. One slim little Beet smiled up at Don.

"What can you do for me?" asked Don.

The Beet blushed a deep red and said, "I can give you some food that will help you work and play. I also have a little lime and iron for you. You see all of us garden folk give you some lime, iron and food that will help you grow and work and play but some of us give you more than others."

"And which ones of you can give me lime and iron?", asked Don.

"Oh," replied the Beet, "the Beans and Peas, if they are dried have some but the green leaves such as Spinach have so much they are stuck up?"

"What vegetables should I eat?" asked Don.

Here is what the Beet said, "These vegetables are good for girls and boys: Tomatoes, lettuce, carrots, beans and spinach."

"I'll do it," called Don as he ran as fast as he could to tell his daddy what the Beet had told him.

Red Cross Nutrition Letter.

LESSON IX

Test

1. Check the correct answer.

Vegetables are good for us because they

.....help us to keep well.
.....taste good.
.....are a pretty color.
.....are easy to cook.
.....are cheap.

We need vitamins to

.....make us "go" (give energy).
.....keep us clean inside.
.....build muscle.
.....make us grow.

2. Rearrange in correct statements.

Potatoes are a seed vegetables.

Spinach is a green vegetable.

Beans are a starchy vegetable.

3. Mark true or false.

Dried beans are muscle builders.

Starchy vegetables keep us clean inside.

Green vegetables make us "go."

Vegetables are better for us raw than cooked.

Gates-Strang Health Knowledge Tests.

GRADE V

LESSON VI

Subject Matter

1. Review classification and food value of vegetables as outlined for Grade IV.

Activities

1. Let a child demonstrate what is meant by "bulk" or cellulose in vegetables by crushing some vegetable like celery or cabbage, then working or pressing out the juices. The remaining fibrous part is what keeps us clean inside or acts as a scrubber. Because it fills up a good deal of space it is often referred to as "bulk".

2. Let a child report on this discovery and use of corn (maize) in America or upon the discovery of potatoes or some other vegetable.

3. Have children write for bulletins for a room Nutrition Library. These can be had for five cents each. The following bulletins are available at the United States Department of Agriculture, Washington, D. C.

No. 582—Green Vegetables and Their Use in the Diet.

No. 295—Potatoes and Other Root Crops as Food.

No. 256—Preparation of Vegetables for the Table.

LESSON VII

Subject Matter

and

Activities

Use of Vegetables

1. Review this topic as outlined for Grade VI.

2. Discuss these questions

406

Hospital Dietitians say:

"Cream of Tartar Baking Powder is best from a health point of view"

THIS judgment in favor of Cream of Tartar Baking Powder expressed by representative hospital dietitians from all parts of the United States is shared by doctors, food experts and teachers of Home Economics. 4270 food experts and teachers alone have recently said definitely: *"I prefer Cream of Tartar Baking Powder."*

"Results are always good," they said. "It leaves no bitter taste"—"No harmful residue."

Royal Baking Powder is made with pure Cream of Tartar, a natural product of ripe grapes. For 50 years Royal has been recognized all over the world by professional people and by housewives as the finest quality baking powder.

The Cream of Tartar Baking Powder, Contains no alum. Leaves no bitter taste

Double Action Insures Baking Success

For three generations Calumet Baking Powder has enjoyed steadily increasing sales. More and more customers call for Calumet. Every day, Domestic Science teachers, housewives, chefs and bakers decide for themselves that Calumet is the brand best suited for their use — dependable and wholesome, insuring their reputation of being "good cooks."

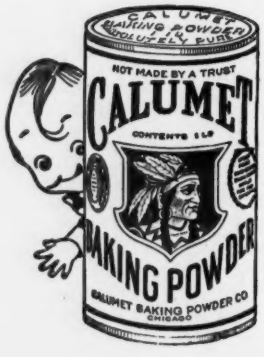
CALUMET

The World's Greatest

Baking Powder

With Calumet, a double acting baking powder, you do not have to use extra care and precaution. You may bake either in a hot or moderate oven with safety — you may move the food in the oven or open the door for inspection without fear of it falling. You may mix a pan of muffins or biscuits at night, put them in the ice chest and they are ready for the oven in the morning.

Double-acting baking powder means a baking powder containing two leavening units: One unit begins to work when the dough is mixed, the other waits for the heat of the oven; then both work together — your guarantee against failure — against waste.



Calumet Baking Powder Company

4100 Fillmore Street

Chicago Illinois

What vegetables can be had now?

If you had little money to spend which vegetables would you buy?

What are we likely to lose in cooking vegetables? (Vitamin and Minerals.)

When we cook vegetables we can save the minerals if we use the water in which they are cooked. Many of the vitamins are destroyed in cooking so we cannot save them.

What could you do with the vegetable water? (Have a child report on "Cooking of Vegetables" by E. V. McCollum, p. 274 in "Health Training".

3. Read "Eating More Vegetables", in "Boys and Girls of Wake Up Town" — Andrus, or let a child read it.

LESSON VIII

Subject Matter

Preservation of Vegetables

1. What made milk sour?

2. Vegetables and all other substances spoil because some kind of tiny plants or animals known as yeast, molds, and bacteria use them for food. These bacteria and tiny plants need moisture and the right amount of warmth to grow. If we want to keep them from growing and so keep vegetables from spoiling, what may we do? (Heat, cool, or dry them.) Why do vegetables keep when canned? When dried? When stored in cellars or refrigeration plants?

Activities

Let a child tell in his own words about commercial canning of vegetables. (Reference—How the World is Fed.)

Let another child report on the drying of vegetables.

LESSON IX

Test

See test for Grade IV. Add to these questions the following and others:

.....cause milk to sour.

Cooling food kills the bacteria in it.

The best way to cook any vegetable is to fry it.

The water in which vegetables are cooked should be thrown away.

GRADE VI

LESSON VI

Subject Matter

Classification and Food Value of Vegetables

1. Review classification of vegetables as previously studied.

2. Re-classify as Leafy, Roots, Tubers and Legumes. (Explain these terms).

3. Food Value

The leafy vegetables are "leaders" in minerals, particularly in iron (except lettuce) and also in fiber, bulk or roughage. (See Lesson VI for Grade V.)

The tubers are leaders in starch and roughage.

The root vegetables are leaders in starch, sugar and vitamins.

The legumes are muscle builders and contain minerals, starch and roughage (skins).

Spinach is an iron "leader"; carrots a leader in lime.

Leaders in vitamins are cabbage, spinach and tomatoes.

Why are vegetables considered beautifiers? (They keep us clean inside, which means a clear complexion, and the iron in them gives us rich blood, which means a good color.)

LESSON VII

Subject Matter

Use in Diet

1. Review previous work on this topic.

2. Should peas, beans and meat be served together? Why not?

3. Dried beans are not easily digested so should be served mashed or strained in soups for younger children.

4. Do rice and sweet potatoes, or white potatoes make a good combination? Why not? Some vegetables are too much the same. Choose a good combination of a days meals. (Do not plan the entire meal, just the vegetable part.) See who gets the best combinations. Discuss reasons for passing on selections.

LESSON VIII

Subject Matter

1. Review Lesson VIII for Grade V.

2. Discuss why we should wish to preserve vegetables:

(a) To supply vegetables throughout the year.

(b) To prevent waste.

(c) To save money.

(d) To save time in preparing a meal.

(e) To give us a change.

3. Discuss when to use canned vegetables.

(a) When fresh vegetables are scarce or too expensive. What vegetables can be had now that are not so expensive?

(b) Some vegetables like tomatoes and spinach contain so many vitamins that when canned so that the air cannot get at them while heating, the vitamins are not all destroyed. Heating them in the air, however will destroy them eventually.

LESSON IX

Test

See questions for Grades IV and V. Add to these the following and others:

Potatoes are tubers (True or false?)

Leafy vegetables are such as beets, carrots, beans.

Rice, sweet potatoes and carrots is a good vegetable combination.

Canned vegetables are just as good for us as fresh vegetables.

GRADE I

LESSON X

Aim: To acquaint the child with the various fruits and their names.

Activities

1. Play the guessing game as with vegetables. When advisable include some vegetables to get the child to distinguish between fruits and vegetables.

2. Show pictures of fruit and vege-

(Continued on Page 64)

Would These Articles Be Helpful To You

Oranges and Lemons in the National Fruit Basket.

Food in Farm Households.

Some Facts about Corn Sugar.

A Scientist's Discussion of Fat Soluble Vitamins.

Baking Science and Human Welfare.

How the Yeast Manufacturer Helps Other Industries.

Consumption of Butter and Oleomargarine.

Cooperating with Health Movements.

A Canned Food Survey.

These are only a few of the articles in THE AMERICAN FOOD JOURNAL that should be of value to any home economics teacher in building up material for her teaching work.

We will send you a six months' trial subscription for the special price of $1.00.

Many teachers already use the publication successfully in their work.

Send your remittance to

The American Food Journal

468 Fourth Ave. New York

Books of Interest to Teachers

"The Tired Child." By Max Seham, M.D., and Grete Seham. J. B. Lippincott Company, Philadelphia and London. Illus. $2.00.

IN his foreword to this excellent study of fatigue, Dr. Isaac A. Abt calls attention to the importance of remembering the change in living conditions when one is studying the relation of fatigue to physical and mental health of the children.

The authors are well equipped to present the subject, and they do it simply for the average reader. On the other hand, the subject is considered with all the care and accuracy of the scientist.

The first chapter on the normal child will give the reader a good basis for further study. Then comes the chapter on work and efficiency with suggestions as to how to recognize fatigue. In these days when so many of us realize the connection between under-nourishment and fatigue, such a book is particularly timely. In chapter 12 of this hand book the authors consider this very question, and add, besides, a good bibliography on the subject.

The latter part of the book raises such important questions as:

"Are Fatigue and Nervousness Synonymous?" "Posture and Fatigue," with illuminating stories of tired children.

Then comes part three for which the first chapters are a preparation. In this division, we find the important question of prevention and management of chronic fatigue discussed clearly. Teachers of health and nutrition will be especially glad to study this portion of the book and they will find in chapter 20 many suggestions as to the part played by the school in this whole matter.

Taking it all in all, the book might be termed an indispensable addition to the library of all who are eager to advance the accomplishments of health movements.

"Nutrition Work With Children." By Lydia J. Roberts. The University of Chicago Press, Chicago. $3.50.

AS Doctor Blunt points out in her editor's preface, nutrition work with children has developed far beyond campaigns of weighing and measuring. The leader of today must have, not only accurate scientific knowledge in regard to nutrition, but must also be well equipped with information regarding school problems and administration.

Professor Roberts tells us that the purpose of her book is to present the problem of malnutrition as it affect childhood, together with practical methods for eradication. Miss Roberts has worked at this problem with her advanced students for a number of years, and has come to be known as an authority in nutrition and child care.

The book itself, besides being an admirable reference volume, will be of very practical help to the teacher who wishes to socialize her recitation in food work. While Professor Robert presents her material in the language of the teacher the skillful educator will know how to use it in two ways. First, she will turn to it as a source of accurate information for herself; second, she will cull from its original store of material many suggestions for making her work in the class room more vital interesting to the children themselves.

There are chapters on methods o judging nutrition, on height and weight, on the prevention of malnutrition, on nutrition work in the school and one of outstanding importance for the class room worker entitled, "Nutrition a Health Work in the Grades."

Miss Roberts has made a notable contribution to literature of this important field and her book should be possessed by every teacher of food and health.

"The Laws of Health and How to Teach Them." By Dr. C. E. A. Winslow and Pauline Brooks Williamson. Charles E. Merrill Company, New York. $1.60.

AS is well known, Dr. C. E. A. Winslow is Professor of Public Health at the Yale School of Medicine; Miss Williamson is Supervisor in charge of Health Work, State Department of Education in Virginia. Together these two earnest workers have achieved a book which is unique.

Beginning with a discussion of the health ideal and value, this book then goes on to a simple description of the laws of physiology and hygiene. Then come chapters on the hygiene and physiology of nutrition treating the body as a thermal machine. Other questions discussed are mental hygiene, physical defects, community sanitation, sex hygiene and safety and first aid.

Class room teachers in Home Economic subjects will find much of special interest in part three where the authors show how to apply the laws of health by practical methods in education. These chapters begin with subjects regarding primary medical examinations and in the processes of their development, gives courses of study for different ages in the class room. An ideal food project is outlined and the book closes with an attractive chapter on poems, stories and dramatization.

When one remembers the authoritative work of the two authors, it is easy to see why all teachers are advised to add this book to their libraries.

Suggestions to Teachers Regarding Sources of Material

Editor's Note.—To assist teachers in obtaining material published by manufacturers of foods, FOOD AND HEALTH EDUCATION will gladly forward requests from teachers to these manufacturers. If those requesting booklets on which there is a charge, send the cost, FOOD AND HEALTH EDUCATION will gladly forward this, also. Some of the material available in printed form is listed below, each publication being given a key number.

Because of the vast amount of clerical work involved, teachers are asked to send each request on a separate slip of paper, size 4x4 in., giving the key number of the publication and name and address on each separate slip. Enclose slips in an envelope and send to Food and Health Education, 468 Fourth Avenue, New York City.

1. *"Temperature Charts."* Helpful charts, perforated for binding with lesson plans or may be hung on the wall through center perforation. Combination of time and temperature charts, together with standard recipes form quite a complete baking guide for class or home use.

TEACHERS
Have you received your copies of posters and pamphlets for use in food classes?
AMERICAN INSTITUTE OF BAKING
1135 Fullerton Ave., Chicago, Ill.
Dept. Nutritional Education

Every Teacher Should Have This New Food Catalog FREE

TWENTY-FOUR pages listing the new and approved foods used in the routine treatment of diabetes, obesity and other diseases requiring dietary treatment. Quantitative analysis of foods enables you to advise diets with fine accuracy. Variety and suggestive recipes permit making welcome changes. Written in non-technical text that your patient will understand.

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CELLU Products
CHICAGO DIETETIC SUPPLY HOUSE
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COUPON CUT HERE
Send ..... copies of catalogue.

2. *"Baking Technology."* A 30-page magazine, published monthly. Contains much that is helpful on the application of science to the problems of the baking industry. The teacher of domestic science will find various suggestions for use in the class room. Among these are digests of current material on nutrition articles on hygiene suitable for supplementary reading, etc.

3. *"Lesson Plans."* A set of booklets under the following captions: "Deep Fat Frying"; "Baking Powder Batters and Doughs"; "Cakes, Frostings and Fillings"; "Christmas Suggestions"; "The Muffin Mixture and Its Variations"; "Baking Powder Biscuit and Its Relatives"; "Baking Powder." These are perforated so that they will fit into any note book.

4. *"Tempting Recipes."* Booklet featuring recipes for quick breads and various dessert dishes.

7. *"Feeding the Child for Health."* A good example of how progressive manufacturers are adapting the facts in science to their own educational publicity. Fruit and its place in the diet is the central point of the discussion.

12. *"Make It Better with Leaf Lard."* Small pamphlet giving general directions for frying as well as recipes in which leaf lard is used.

13. *"Meat Cookery."* A pamphlet giving recipes for meat dishes, colored plates showing different cuts, desirable food combinations, and hints on economy in purchasing meats.

16. *"Ye Early Hitory of Tea."* A beautifully illustrated pamphlet, giving a brief history of the discovery, use and preparation of tea.

19. *"Production of Powdered Milk."* Wall chart showing process used in commercial preparation of powdered milk.

24. *"Why We Refrigerate Foods."* Pamphlet treating of the reasons underlying food spoilage and why low temperatures retard food decomposition.

40. *"Nationally Known Recipes."* A fifty-page booklet showing how powdered milk may be used in soups, fish, sauces, salad dressings, breads, and candies. More than thirty organizations, manufacturers, educators and magazine editors cooperated in the making of the booklet.

41. *"To the Teacher."* Booklet showing how to visualize to classes facts about powdered milk. An educational wall chart showing process of manufacture of powdered milk will also be sent free to teachers.

42. *"Surprise Recipes."* A collection of recipes featuring powdered lemon juice (not lemon extract), printed in convenient form for use in a recipe-filing cabinet.

43. *"To the Teachers of Home Economics and Dietetics."* A booklet showing the place of powdered milk in bread making.

72. *"Modern Bread."* Leaflet answering the following questions: what makes the modern loaf of baker's bread? What is milk bread? What is the nutritive value of "milk bread"? Shall we eat whole wheat or white bread? Is the quality of baker's bread as high as that of home made? Is baker's bread a sanitary product? Today? Why milk in bread?

77. *"Digestibility, Roughage and Vitamins."* Leaflet containing an address before the American Home Economics Association.

78. *"The Bread of Life."* An address before American Bakers' Association Convention.

83. *"Foods That Give Health."* Pamphlet dealing with milk, cereals, breads, meats, leafy and starchy vegetables, fruits, fats, sugars, special foods, vitamins, a mother's dietary needs, growth and muscle building, energy for play, regulation and protection, health rules.

85. *"What Foods Will Keep the Family Well?"* Pamphlet containing outline for planning health menus.

97. *"The Romance of Ice."* Interesting booklet telling how the deeds of olden times have led to present performance in the ice industries.

104. *"Bread as the Physician Sees It."* An address delivered before American Bakers' Association.

111. *"Good Pies Easy to Make."* A small booklet giving recipes, a table of oven temperatures, and very good illustrations of the process used in pie making. Exceptionally well prepared.

116. *"Domestic Science Bulletins."* A series of leaflets, arranged as lesson plans, featuring the use of fruit. Numerous recipes. Valuable for home economics classes and teachers of home economics.

131. *"Ice Cream Making in the Home. Some Ice Cream Freezers."* Authoritative information concerning types of ice cream freezers and methods of freezing including recipes for frozen dishes.

151. *"Oleomargarine, Its Purity, Wholesomeness and Economic Importance."* Valuable information concerning the production, food value and economic value of oleomargarine. Prepared by the research department of a trade association.

156. *"Twenty Lessons in Domestic Science."* Suggested lessons for the domestic science teacher. Issued by a baking powder company.

157. *"The Care of the Home Refrigerator." "Where to Place Food in the Household Refrigerator."* Two booklets giving practical and much needed information in a condensed form.

170. *"Sunkist Recipes for Every Day."* Fifty-page illustrated pamphlet giving a variety of recipes and directions for serving fruits. Ten-minute salads and ten-minute desserts are special features. Not furnished in quantity.

178. *"Dainty Desserts."* Leaflet containing recipes suitable for all occasions, with colored illustrations.

179. *"Nurses' Handbook of Recipes for Oranges and Lemons."* Recipes, tested and compiled by experts in convenient notebook form, for beverages, salads, desserts, and quantity recipes. Caloric content for each noted. Limited quantities distributed to nurses' classes only.

182. *"50 Ways to Use Tomato Flavor."* Convenient and attractive little booklet of novel suggestions for making food more appetizing through the use of a quality tomato product.

184. *"How to Make Good Bread."* Large wall chart giving recipes for accepted home method of making bread —over night process. Detailed instructions and photographic illustrations make clear every step in procedure.

185. *"The Story of Evaporated Milk."* Pictoral broadside poster showing by photographs and sentence paragraphs, the various stages in the preparation of evaporated milk.

187. *"'Down East' Recipes."* Recipes for North Atlantic and Maine Coast fish products and some other high quality canned products of New England specialties. Colored illustrations suggest the most attractive ways of serving these dishes at the table.

200. *"Care of the Child's Food in the Home."* Authoritative discussion of importance on refrigeration showing growth of bacteria when proper care is lacking. By Dr. Mary E. Pennington.

208. *"The Role of Fats in Nutrition."* Bulletin by the director of a food bureau in which he discusses the composition of fats and oils.

209. *"Margarine Laws of Oregon and Washington Repealed by a Referendum Vote of the People."* Bulletin contains opinions on margarine and margarine legislation.

210. *"Opinions of Educators and Statesmen on Margarine and Margarine Legislation."* Supplementary Bulletin on margarine.

212. *"Cereal Products and How to Use Them."* Booklet containing recipes with colored illustrations issued by a cereal manufacturing organization.

215. *"Teacher's Outline for a Domestic Science Course."* A series of interesting bulletins with lesson plans.

216. *"Tempting Recipes."* Booklet containing recipes for biscuits, muffins, doughnuts, cakes, cookies, pies, pudding sauces, frostings, and candies.

220. *"Dietetic Bulletins."* Another series of leaflets, featuring each recipe with its value in calories and grams. For nurses and nurses' classes.

222. *"A Real New England Treat."* Pamphlet containing recipes on breakfast and luncheon dishes, tea and luncheon sandwiches, dinner dishes and desserts with colored illustration of prepared dishes, based upon a delicious canned brown bread.

234. *"The Story of California Oranges and Lemons."* Illustrated thirty-page booklet including early history of the California Citrus Industry.

238. *"The Romance of Baking Powder."* Pamphlet giving a good insight into the evolution of baking powder, with its value in calories and grams.

239. *"Evolution in Baking Powder."* Leaflet telling the function which baking powder performs.

245. *"Baking Guides." "Cakes for Delicious Desserts." "Fruit Gelatin Suggestions."* The booklets are attractively illustrated in color with many delicious recipes. Valuable for home or school use.

The BEST COOKS *use*
Aluminum
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DO YOU USE
The Commercial Material
furnished by food and allied manufacturers to their fullest possibilities?

In this issue is a very completely revised list of this material that is available. If you will go over this carefully and request of us the booklets which you have not already received, you will have many teaching helps that will make many interesting lessons.

Food and Health Education
468 FOURTH AVE. NEW YORK

Selecting the Cooking Fat for your Cookery Classes

In selecting a cooking fat for use in the food laboratory, several important points should be considered.

The fat must be easily handled.

It should be suitable for every cooking purpose—for frying as well as for shortening.

It should have satisfactory keeping qualities.

CRISCO has all of these qualities. It is packed in cans of convenient size. It is equally satisfactory for any cooking or frying purposes.

Crisco has unusual keeping qualities. It stays sweet and fresh without refrigeration. It can be stored for a considerable length of time without losing its consistency.

It can be used over and over again for frying, simply by straining through a clean cheese cloth.

In the Manual of Cookery a great variety of recipes which call for the use of Crisco are given. This Manual is available to cooking teachers. If you would like to have a copy, simply fill out the coupon below and mail it to us.

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Please send me a sample copy of the Manual of Cookery.
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Address .....
City ..... State .....

246. *"Smoothtop Cookery with Gas, the Modern Fuel."* A helpful and attractively illustrated booklet. Among the many chapters are titles such as the following: Menus for a Month and Work Plans for a Week; Do You Cook Your Cereals Long Enough? The Healthful Way of Cooking Vegetables; Time-Saving Desserts; Do You Have Good Luck With Your Baking? It also contains many recipes.

247. *"Aluminum and Aluminum Ware."* Booklet containing a review of the latest scientific researches into the nature and uses of aluminum and the characteristics of alumnium cooking utensils.

Making Nutrition Work Permanent

(Continued from Page 49)

a high maternal death rate. Following the surveys, at the request of the local health authorities, two nurses were loaned from the division to put under way a prenatal and child hygiene program. Our staff nurses are mature women with years of public-health experience and excellent training as a background; they are very carefully selected, not entirely because of these qualifications but also because of ability, personality, tactfulness, and love of their fellow creatures. * * * *

"The development of work of this type must be slow and gradual if it is to be of a permanent nature. It requires an intensive, consistent, educational campaign that includes newspapers, churches, clubs, civic organizations, schools, and every group of men and women in the state. An awakened conscience to the health needs of the community must be felt by every individual in order that effective work be accomplished, the results of which will be reflected in the future in the physical, spiritual, and mental well-being of our boys and girls."

Now any public health nurse would immediately see the value of such a discussion as this for members of her own profession. The point is for home economics teachers to train their own powers of putting two and two together, so that they also may learn how to adapt the plan sketched to their own problems and their own needs.

Similarly, they may return the compliment, so to speak, by handing on to the nurses such of their own experiences as will prove suggestive.

The Story of the Calavo

(Continued from Page 53)

such theory be confirmed by clinical experience.

Judging from its composition, the avocado should perhaps prove to have laxative qualities of a peculiar or individual type, possessing as it does the combination of the usual "fruit principles," and that of fat or oil. The laxative properties of most fruits depend upon the stimulating effects of the fiber upon the wall of the intestine and partly upon the organic acids and minerals. Oil has a tendency to soothe and to lubricate the intestine even while it acts as a mild laxative. The avocado is a natural combination of these two types of foods—as if fruit and olive oil had been chemically combined by nature. Whether or not there is any special advantage in this natural combination over that made by a proper selection of foods remains to be proved. There are no clinical data on the subject, but future experimental work may furnish some interesting results.

The fact that the native Cubans prefer this fruit to any other of their abundant supply, may be due to its flavor alone, but it is more than likely that the preference has a deeper foundation and that it is the result of generations of experience or knowledge of its beneficial effects. So the calavo offers in a palatable and standardized form this unique combination of food elements, the California butter-fruit or avocado.

Health Outline

(Continued from Page 60)

tables. Have a child name them, pointing to them as he does so. Have him pick out all the fruits in the picture; all the vegetables. Include pictures of raisins, prunes, dates or show the real fruit. (Many of the children know of prunes only as "plums", so the word will be new.)

Columbia Junior High School Work

(Continued from Page 50)

which are classified at fats. It is desirable to include sea food at least once weekly.

Water includes liquid in milk, or in any beverage or soup, in addition to plain water.

Sweets include all confections, cake, and rich cookies.

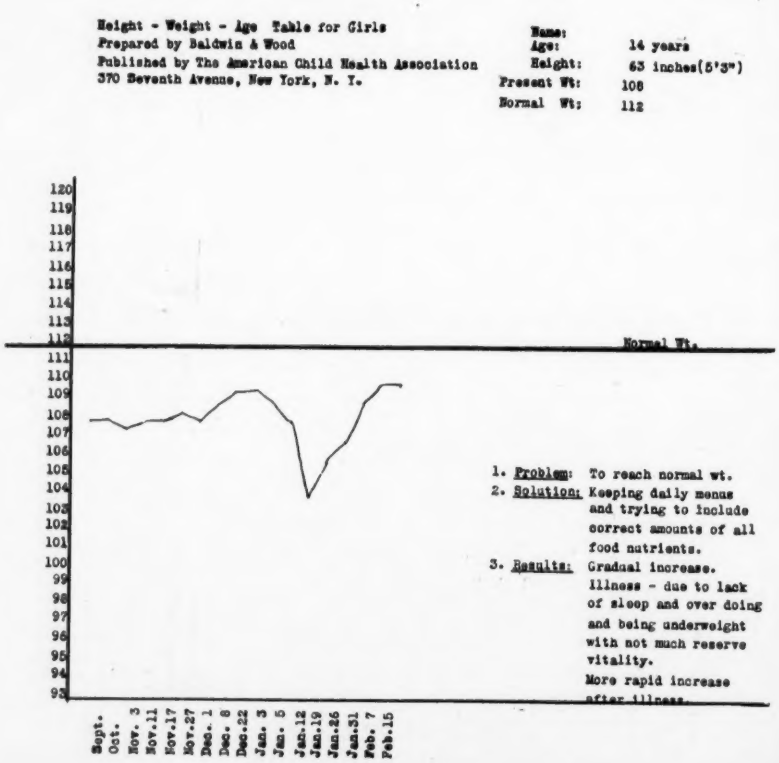

Table for Each Individual Child